

ANNUAL REPORT
OF THE
Superintendent of the Ontario
School for the Blind
BRANTFORD

For the Year Ended 31st October

1922

(Being Appendix X to the Report of the Minister of
Education for the Year 1922)

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO:

Printed and Published by Clarkson W. James, Printer to the King's Most Excellent Majesty

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Main Building, Ontario School for the Blind

ONTARIO SCHOOL FOR THE BLIND

ANNUAL REPORT OF THE SUPERINTENDENT

TO THE HONOURABLE R. H. GRANT, M.P.P.,
Minister of Education for Ontario.

SIR,—I have the honour to transmit herewith the fifty-first Annual Report of the Ontario School for the Blind, Brantford, for the year ended 31st October, 1922.

I have the honour to be,

Sir,

Your obedient servant,

W. B. RACE,

Superintendent.

Brantford, December, 1922.

The Attendance

In presenting the fifty-first Annual Report of the Ontario School for the Blind, I beg to report the average attendance for the session which ended June, 1922, as 130, and an increase in the total registration for the school session commencing September 27th, 1922, from 119 to 141. The registration of pupils for the twelve months of the official year from October 31st, 1921, to October 31st, 1922, was 155, just nine more than in the preceding year.

Of the fourteen pupils who did not return at the school opening in September, five had completed their courses, four were considered to have good enough vision to enable them to resume their education in a public school, two remained out to take special treatment for their eyes, one entered the school for the blind recently opened in Vancouver, one died, and the other was kept at home on account of ill-health.

Of the thirty-seven pupils entering for the first time the average age is about eleven years, which can be explained partly from the fact that in several instances the defective eyesight was not pronounced enough at an earlier age, having been caused by accident or being of a progressive nature, or from the natural reluctance of parents to let their children leave home until their lack of education makes them show to a disadvantage when compared with seeing children of the same age.

The Staff

We have been very fortunate this year in that no changes in the staff were found necessary. The frequent changing of teachers in a school for the blind

is a much more serious matter than in schools for the seeing, as it is impossible to secure teachers who are experienced in the special work of teaching the blind. The importance of retaining our experienced teachers cannot be stressed too much. The work of teaching is the more complicated at the present time owing to the necessity of using the two systems of dot reading during the transition period from New York Point to the Revised Braille, which has been adopted as the standard system. A change in the teaching staff would have the effect of retarding the progress of the classes until the new teachers became more or less conversant with the two systems.

Teachers in a school for the blind must have special qualifications in addition to the academic ones insisted on by the Department of Education. They must be tactful, sympathetic, patient and adaptable to an unusual degree. The sensitive natures of blind children make them shrink from evidences of harshness and respond readily to kindness, as revealed in gentleness of speech, a sympathetic tone of voice, and a general forbearance with the physical embarrassment of their pupils.

New Pupils at the Opening of the School, September 27th, 1922

Name	Address	Name	Address
Anderson, Arthur.....	Bawlf, Alta.	Loewen, Johann.....	Winkler, Man.
Chimiliari, Paul.....	Myrnam, Alta.	McDonald, Elizabeth.....	Moffat, Ont.
Cochrane, Ballantyne.....	Winnipeg, Man.	Matthews, Frana.....	Dclisle, Sask.
Cox, George.....	Spirit River, Man.	Meier, Margaret.....	Davidson, Sask.
Fairlie, Ruth.....	South End, Ont.	Offord, William.....	Midland, Ont.
Fine, Sarah.....	Toronto, Ont.	Orbell, Lawrence.....	Prince Albert, Sask.
Gallagher, Hubert.....	Winnipeg, Man.	Picket, Cornelius.....	Hodgeville, Sask.
Geer, Floyd.....	Islay, Sask.	Purvis, Winnifred.....	Portage la Prairie, Man.
Ghan, Sherman.....	Winnipeg, Man.	Semple, Ruth.....	Weyburn, Sask.
Harris, Hilliard (re-ad-		Sinclair, Edna.....	Belleville, Ont.
mitted).....	Winnipeg, Man.	Sorenson, Walter.....	Edmonton, Alta.
Jefferson, Robert.....	St. Catharines, Ont.	Vance, Earl R.....	St. Mary's, Ont.
Kuzyk, John.....	Pine River, Man.	Wolfe, Roy E.....	Port Whitby, Ont.
Lauer, John.....	Regina, Sask.		

Pupils Registered in Session, 1921-22

Name	Address	Name	Address
Barnstable, David.....	Brantford, Ont.	Grausdin, John.....	Lettonia, Man.
Barrett, Wilson.....	Sunderland, Ont.	Griffin, James.....	Glandford Stat'n, Ont.
Baxter, Harold.....	Wetaskiwin, Alta.	Hackett, John.....	Hamilton, Ont.
Beecham, Leslie.....	Toronto, Ont.	Harris, Robert.....	Leslie, Sask.
Bellew, Clarence.....	Winter, Sask.	Hartfield, Adolf.....	Lang, Sask.
Bettridge, Edward.....	Brampton, Ont.	Hill, Archie.....	North Bay, Ont.
Bielek, Waldemar.....	Cochrane, Ont.	Hill, Norman.....	St. Thomas, Ont.
Braden, Milton.....	Calabogie, Ont.	Inglis, David.....	Tilney, Sask.
Campbell, Charles.....	Toronto, Ont.	Jarrold, George.....	Beaverlodge, Alta.
Carlson, Arthur.....	Victoria Harbour, Ont.	Jeffrey, Gordon.....	Beachburg, Ont.
Carscallen, Archie.....	Tamworth, Ont.	Kellar, Nicolay.....	Hyas, Sask.
Clarke, Allan.....	Toronto, Ont.	Konopski, Albin.....	Valley River, Man.
Conway, Ernest.....	Kirkland Lake, Ont.	Lefley, Frank.....	Toronto, Ont.
Craig, Leslie.....	Wellwood, Man.	Lott, Ernest.....	Wingham, Ont.
Duffett, Jas.....	Haileybury, Ont.	Lyon, Ross.....	Kingston, Ont.
Duggan, Basil.....	Toronto, Ont.	McCormick, George.....	Toronto, Ont.
Edmondson, Stanley.....	Calgary, Alta.	McDonald, James.....	Clover Bar, Alta.
Elmes, Alfred.....	Toronto, Ont.	McLarn, Fred.....	Merrickville, Ont.
Evans, Stanley.....	Calgary, Alta.	McLennan, John.....	Toronto, Ont.
Ferens, Andrew.....	Winnipeg, Man.	McSherry, Henry.....	London, Ont.
French, Clayton.....	Anglia, Sask.	Macbeth, Stanley.....	Toronto, Ont.
Gallo, Domenico.....	Toronto, Ont.	Martin, Joseph.....	Winnipeg, Man.
Gemmell, Alex.....	Simpson, Sask.	Miscampbell, Lester.....	Angus, Ont.
Gilby, Norman.....	Bracebridge, Ont.	Mollard, Robert.....	Stonewall, Man.
Gliddon, John.....	Toronto, Ont.	Montgomery, Horace.....	Kingston, Ont.
Greene, Edward.....	Dunnville, Ont.	More, Angus.....	Seaforth, Ont.

Pupils Registered in Session 1921-22 (Continued)

Name	Address	Name	Address
Morrison, Alex.....	Calgary, Alta.	Dawson, Christina.....	Toronto, Ont.
Morrow, Alvin.....	Pilot Mound, Ont.	DeCarlonis, Aida.....	Peterboro', Ont.
Mulholland, Thomas ..	Toronto, Ont.	Dell, Pearl.....	Edmonton, Alta.
Nason, Irvine.....	Port Arthur, Ont.	Duciaume, Francina...	Rockland, Ont.
Niece, Robert.....	Lowbanks, Ont.	Dupuis, Agnes.....	Brantford, Ont.
O'Brien, Philip.....	Cobourg, Ont.	Edwards, Mary.....	Toronto, Ont.
O'Brien, William.....	Peterboro', Ont.	Folis, Rose.....	Winnipeg, Man.
Pachkowski, Mike.....	Stonewall, Man.	Fox, Marjorie.....	Georgetown, Ont.
Parfitt, Allan.....	Toronto, Ont.	Fuson, Dora.....	Swan River, Man.
Patrick, George.....	London, Ont.	Gascoigne, Marjorie...	Hamilton, Ont.
Pease, Gordon.....	Moose Jaw, Sask.	Grey, Muriel.....	Winnipeg, Man.
Petrie, Aloysius.....	Hamilton, Ont.	Gill, Grace.....	Toronto, Ont.
Philpott, Ernest.....	Brockville, Ont.	Grills, Iva.....	Cane, Ont.
Philpott, Fred.....	Brockville, Ont.	Hughes, Norma.....	Brantford, Ont.
Philpott, John.....	Brockville, Ont.	Hutson, Amy.....	Moose Jaw, Sask.
Powell, James.....	Toronto, Ont.	Iverson, Selma.....	Preeceville, Sask.
Richards, Laurie.....	Winnipeg, Man.	Joyce, Patricia.....	Edmonton, Alta.
Scherger, Christian.....	Leader, Sask.	Krauser, Rose.....	Winnipeg, Man.
Shaw, Thomas.....	Vancouver, B.C.	Mellick, Verna.....	Rapid City, Man.
Stoddart, Ernest.....	Copper Cliff, Ont.	Mishnishcodare, Eliz...	Manitowaning, Ont.
Svdor, Mike.....	Winnipeg, Man.	Philpott, Emily.....	Brockville, Ont.
Troughton, Robert.....	Arthur, Ont.	Reddick, Jessie.....	Toronto, Ont.
Tuttle, Russell.....	Toronto, Ont.	Regimbal, May.....	Norwood Grove, Man.
Vallery, Sandy.....	Munson, Alta.	Richea, Phyllis.....	London, Ont.
Warren, George.....	Prince Albert, Ont.	Sadeski, Mary.....	Souris, Man.
White, William.....	Thorold, Ont.	Sells, Kathryn.....	London, Ont.
Young, Kenneth.....	Binbrook, Ont.	Simpson, Meryle.....	Dominion City, Man.
Bews, Anna.....	Bridgeburg, Ont.	Smith, Audrey.....	Collins Bay, Ont.
Bickerton, Gladys.....	Navan, Ont.	Smith, Bernice.....	Sarnia, Ont.
Bissett, Margaret.....	Windsor, Ont.	Smith, Effie.....	Brantford, Ont.
Brown, Grace.....	London, Ont.	Stevens, Myrtle.....	Regina, Sask.
Carpenter, Marjorie...	Bridstow, Alta.	Taylor, Mabel.....	Edmonton, Alta.
Casey, Muriel.....	Ottawa, Ont.	Tennyson, Evelyn.....	Port Perry, Ont.
Clark, Jessie.....	North Bay, Ont.	Vickers, Alice.....	Gamebridge, Ont.
Clark, Lillian.....	Toronto, Ont.	Waswanipi, Mary.....	Cochrane, Ont.
Crawford, Gwendolyn...	Toronto, Ont.	Welsh, Verna.....	Baldur, Man.
Crawley, Daisy.....	Toronto, Ont.	Wood, Bernice.....	Princeton, Ont.
Dalton, Mary.....	Hamilton, Ont.	Wood, Doris.....	Peterboro', Ont.
		Zeller, Lydia.....	Melville, Sask.

Presentation of Chiming Clock

To commemorate the fiftieth anniversary of the founding of the school in May, 1872, a number of ex-pupils presented a beautiful chiming clock, which was received by the Superintendent on behalf of the Minister of Education at the June concert. The clock is of beautiful design and has three distinct chimes, Whittington, Westminster and St. Michael. It stands in a conspicuous place in the main hallway of the school and beside it is a bronze tablet on which are inscribed the words, "Presented to the Ontario School for the Blind, June, 1922, by former pupils, in commemoration of half a century of service to the blind." A framed scroll contains the names of the ex-pupils who contributed to the purchase of the clock, and it speaks well for the splendid spirit of devotion, loyalty, and gratitude to the school with which so many happy memories are associated.

Mr. S. C. Swift, M.A., in making the presentation on behalf of the ex-pupils, referred in a happy vein to the jubilee occasion, indulged in reminiscences of his own life at the school, and touched upon the symbolism of the chimes in an eloquent address.

There were present at the presentation a large number of ex-pupils, some of whom were presented to the audience. They were greeted with enthusiastic applause in recognition of their services in behalf of the blind, and of their



Grandfather's Clock, presented by ex-Pupils



Assembly Hall

loyalty and attachment to the school. Among these were, S. C. Swift, M.A., Librarian for the Blind, Toronto; Mr. Sandford Leppard, President of the Alumni Association; Mr. F. W. Johnson, Past President; Miss Elizabeth Nesbit, Walkerton, 1st Vice-President; Mr. Herbert Treneer, 2nd Vice-President; Mr. W. B. Donkin, Secretary-Treasurer, and Mr. Ira Knapp, of Windsor.

Changes in the Dormitories

Owing to the increased attendance it was found necessary to make provision for an extra bed in each room in the boys' dormitory, with additional cupboard and clothes closet accommodation. Three pupils have hitherto occupied each bedroom, each room containing three closets and a cupboard with three large and three small drawers. The additional space for the extra pupil has been provided by a partition of one of the clothes closets in each room, with a drawer built at the bottom. This does not affect the general appearance of the room and meets the difficulty in the best possible manner.

Improvement in Grounds

The cutting out of many trees has added to the appearance of the grounds in the immediate vicinity of the main buildings. The front has been laid out in attractive beds of flowers and foliage, the unsightly flag pole removed, and a curb built separating the plots from the roadway. A great improvement has been effected, too, on the farm, as the willows have been removed altogether, the stumps of old trees pulled out, and the ground used for a useful purpose. New fences have done much to improve the appearance of the farm for a comparatively small expenditure.

Privileges Enjoyed Outside the School

The pupils of the school feel grateful to the citizens of Brantford for the many evidences of their kindly interest in their welfare. Different musical organizations have from time to time, at considerable inconvenience to themselves, come to the school and put on programmes for the pupils. The Rotary Club provided a happy afternoon taking them all for a motor ride, a treat which they greatly appreciate and rarely enjoy. The University Extension Work carried on in the city has provided an opportunity for some of the older boys, who can thus enlarge their lives by taking the lectures given weekly throughout the winter. Occasionally an address is delivered in our own Assembly Hall, and the reception given by the pupils never fails to impress the visitors who come to speak to them.

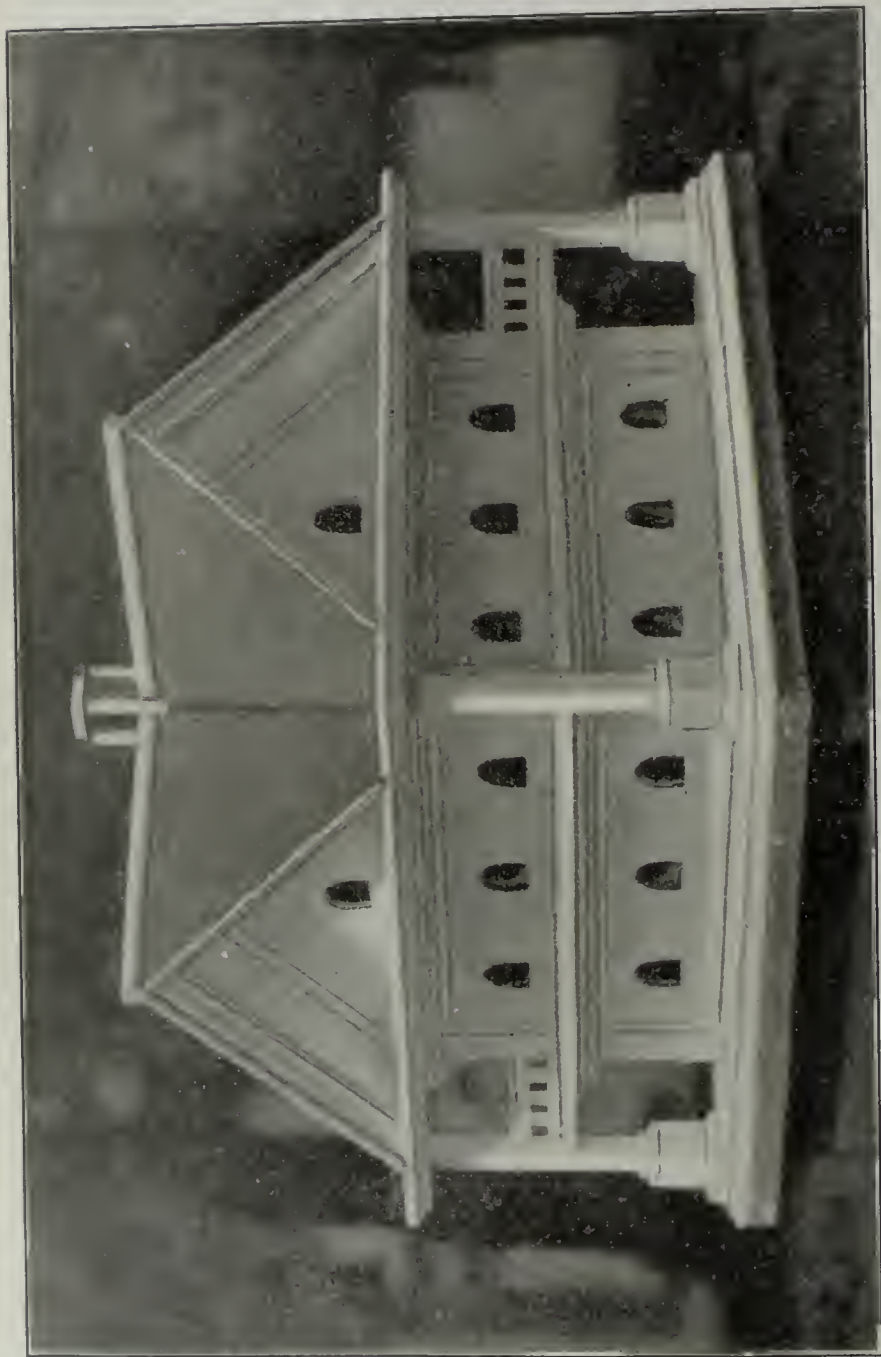
Manual Training Department

The work in the Manual Training Department always attracts the attention of visitors to the school. The many articles of furniture, both in simple and more elaborate design, make an appeal to the eye. The piano lamps, writing desks, rockers, flower stands, newspaper racks, medicine chests, work-baskets and hall seats, all bear testimony to the value of the special training given in this department, which is under the management of a teacher who is himself totally blind.

One of the boys received first prize this year at the Toronto Exhibition for a dinner wagon made by him at the school. A visit from Jack Miner to the school resulted in the building of a beautiful bird house with twenty chambers, which the boys erected in a prominent place, not too far from the main building.



The Boys' Workshop



Bird House, built by Boys in the Manual Training Room

Successful Students

It is a pleasure to be able to report the success of two of our students. Miss Kathryn Sells, of London, was successful in obtaining her A.T.C.M. at the University of Toronto examinations in June. She with several other of our talented graduates have been meeting with much success in a series of concerts which they have been giving throughout Western Ontario.

Mr. Albert Lott, of Brussels, succeeded in obtaining his Bachelor of Arts degree at Queen's University, in April, and expects to enter upon his career in the Methodist ministry.

Death of One of the Pupils

It rarely happens that a death occurs among the pupils during the school term, and I regret to have to record the death of George Warren, of Port Perry, who succumbed after a comparatively short illness in the Brantford General Hospital, to which he was taken when it was evident that his illness was of a serious nature. The pupils were deeply affected at the news, as George was a general favourite, and they paid a fitting tribute of respect to the memory of their school fellow.

June Concert

The June Concert was above the average this year, and the attendance surpassed all previous records. An interesting visitor was Mr. Thomas Marshall, M.P.P., Chairman of the Educational Committee of the Ontario Legislature. Mr. Marshall who was accompanied by a number of friends from Dunnville, gave a brief address, expressing his surprise and delight at the excellence of the entertainment.

The following programme was presented:

- 1.—Piano Solo:—"La Fileuse".....Raff
DAISY CRAWLEY
- 2.—Children's Choir:—"Polly Oliver".....Old English
- 3.—Playlet:—A Scene from the Life of Mozart:
(a) Living Room of his Parents' House;
(b) Court of the Austrian Emperor.
- 4.—Piano Solo:—(a) May Night
(b) Valse Mignon.....Palmgren
KATHRYN SELLS
- 5.—Songs:—(a) Wayfarer's Night Song.....Easthope Martin
(b) A May Morning.....Denza
GLADYS BICKERTON
- 6.—Organ:—Intermezzo in D Flat.....Alfred Hollins
KATHRYN SELLS
- Presentation of a Chiming Grandfather's Clock on behalf of the ex-pupils of the School.....S. C. Swift, M.A.
- 7.—Piano Quartet:—Polonaise.....Gobbaerts
PATRICIA JOYCE, AMY HUTSON, ERNEST CONWAY, ALVIN MORROW
- 8.—Trio and Chorus:—"Three Little Maids from School"
"Comes a Train of Little Ladies,
from Scholastic Trammels free."
(From Mikado).....Sullivan
LILLIAN CLARK, GLADYS BICKERTON, KATHRYN SELLS
- 9.—Song:—"The Spirit Flower".....Campbell Tipton

- 10.—Drill—LILLIAN CLARK
 11.—Choir of Boy Sopranos:—"No John"..... Old English
 12.—Recitation:—"The Baby"
MARY EDWARDS
 13.—Part Song (unaccompanied)—"O Hush Thee My Baby"—Sullivan
SENIOR CHOIR
 14.—Piano Concerto in G Minor..... Mendelssohn
Andante, Presto
KATHRYN SELLS

Orchestral Accompaniment on Second Piano

In the Playground

A climbing apparatus known as the "Junglegym" was purchased and installed in the boys' playground this year to satisfy the blind child's instinct for climbing, and nothing ever designed for their pleasure has given our boys such satisfaction as this mechanism.

Junglegym contains 278 climbing bars, consisting of about a quarter of a mile of pipe of various diameters, and is 16 feet 8 inches long, 8 feet 4 inches wide, and 10 feet 6 inches high. It contains almost every known stationary piece of apparatus, such as horizontal ladders, vertical ladders, horizontal bars, parallel bars, slides, climbing poles,—a dozen pieces in one.

From its dimensions and design it can be imagined what a great variety of activities in the way of physical exercise it affords. As many as seventy children can occupy it at one time, and it is perfectly safe because the uprights and braces are set in concrete.

The Convention in Texas

The American Association of Instructors of the Blind met in Convention at the School for the Blind, Austin, Texas, and the session lasted from June 27th to 30th.

The reception and entertainment provided by the school officials left nothing to be desired, and the new school buildings are an evidence of the deep interest manifested by those interested in the cause of the blind in the State of Texas.

President VanCleve, of the New York School for the Blind, in an excellent address referred among other things to the two inventions which have been put forward touching the blind most nearly,—the radio-phone and the optophone, the one serving the world of all men, the latter seeking to serve the world of the sightless. To the blind, especially to him who lives remote from great centres, or is in any other sense shut in, the radio is proving a source of entertainment, information, enjoyment and profit. The optophone, if what is prophesied of it ever comes true, will be the most wonderful device as yet invented in the interests of the blind.

It is a machine for turning the black and white page into a sounding medium. It has been known for some time that selenium crystals have the power to make light waves audible and now the application of this knowledge is to be rendered serviceable. At Jersey City for ten months a patient effort to perfect the machine which utilizes the principle has been going forward. Some simplifications have been made in the instrument, the sounds given off by it are amplified so



Jungle Gym by the Boys' Dormitory

as to make them more readily discernible, and now a blind woman reads from the novel of the day at the rate of twenty-five words a minute. And the optophone is of use only to the blind. It has no practical value to the sighted. What its future will be no one can foretell.

Date of School Opening

The term will re-open Wednesday, September 26th, of this year, 1923, and the attention of the parents is drawn to the fact that pupils should not be permitted to return to the school without an adequate supply of clothing. It is not to be expected that sturdy boys and girls can go through the school year from September till June with only one suit of clothes and one pair of boots.

The following list is intended to draw attention to the articles of clothing needed, and it is also urged that each article be *plainly marked* so that there will be no danger of loss in the laundry.

Girls' List

All articles to be marked with name, and all to be in good condition.

- | | |
|-------------------------------------|------------------------------|
| 5 Middies. | 2 Ferris waists. |
| 2 Skirts, dark and of good quality. | 2 Pairs of shoes. |
| 1 Sunday dress. | 1 Cap. |
| 3 Undervests. | 1 Pair of gloves for winter. |
| 3 Pairs of drawers. | Comb and brush. |
| 2 Dark petticoats. | Tooth brush. |
| 1 Light petticoat. | Kimona. |
| 3 Night dresses. | 12 Handkerchiefs. |
| 3 Pairs of stockings. | Slippers. |
| 1 Pair of rubbers. | Extra shoe laces. |

Boys' List

All articles to be marked with name, and all to be in good condition.

- | | |
|--|--------------------|
| 1 Suit for Sunday. | 2 Sweater coats. |
| 2 Extra pairs of pants. | Suspenders. |
| 1 Overcoat. | 1 Pair of mittens. |
| 2 Light blouses (to be made with collar and waist band). | Neckties. |
| 2 Dark blouses. | 12 Handkerchiefs. |
| 3 Suits of underwear. | 1 Comb and brush. |
| 6 Pairs of stockings or socks. | 1 Tooth brush. |
| 2 Pairs of boots. | 2 Caps. |
| 1 Pair of rubbers | 2 Wash cloths. |
| 2 Night shirts. | Extra shoe laces. |



Girls' Sitting Room

PHYSICIAN'S REPORT

TO THE HON. R. H. GRANT, M.P.P.,
Minister of Education for Ontario.

SIR,—I beg to forward my report as physician to the Ontario School for the Blind for the year ending October 31st, 1922.

In November, 1921, there was an epidemic of tonsillitis, which lasted some weeks. Thirty pupils in all were confined to bed for a number of days each. Chickenpox broke out in January, twenty-two pupils were confined to hospital, before the disease was ultimately eliminated. In March a male pupil was taken down with a very malignant attack of chorea. Owing to the school hospital being overcrowded, he was taken to the General Hospital where he died in a few days. In April a male pupil developed pneumonia and ultimately made a good recovery.

In addition to the diseases here mentioned, there are the numerous minor ailments that are being duly taken care of by Miss Wright, in her usual sympathetic and efficient manner.

The pupils returned in September, 1922, in increased numbers, and for the most part in good physical condition.

I have the honour to be.

Sir,

Your obedient servant,

JOHN A. MARQUIS.

Brantford, November 15th, 1922.

DENTIST'S REPORT

TO THE HON. R. H. GRANT, M.P.P.,
Minister of Education for Ontario.

SIR,—I have the honour to submit the report of my work in taking care of the teeth of the pupils for the year ending October 31st, 1922.

During the year all have had their teeth examined and cleaned. At this time I attempt to impress upon them the importance of brushing their teeth daily and keeping them clean.

Twenty boys and nine girls required no further work.

With pupils of this age most of the extracting is that of the deciduous teeth and the first permanent molar. This is the tooth so many parents think is deciduous and is often neglected.

One hundred fillings were inserted for the boys and sixty for the girls.

In connection with this work I have had the most hearty and sympathetic support of the Principal and others of the staff with whom I have come in contact.

Respectfully submitted,

J. R. WILL.

Brantford, January 12th, 1923.

OCULIST'S REPORT

TO THE HONOURABLE R. H. GRANT, M.P.P.,
Minis er of Education for Ontario.

SIR,—I have the honour to report the results of the examination of the pupils' eyes for the year 1922.

Thirty-seven new pupils—twenty-three male and fourteen female—were examined for the first time, and a considerable number of the pupils who were examined on previous occasions were looked over again.

Condition of Sight			
	Males	Females	Total
1. Without perception of light in either eye.....	2	2	4
2. Perception of light in one eye, none in the other..	4	1	5
3. Perception of light in both eyes.....	3	3	6
4. Limited objective vision in one eye.....	0	4	10
5. Limited objective vision in both eyes.....	8	4	12
	23	14	37

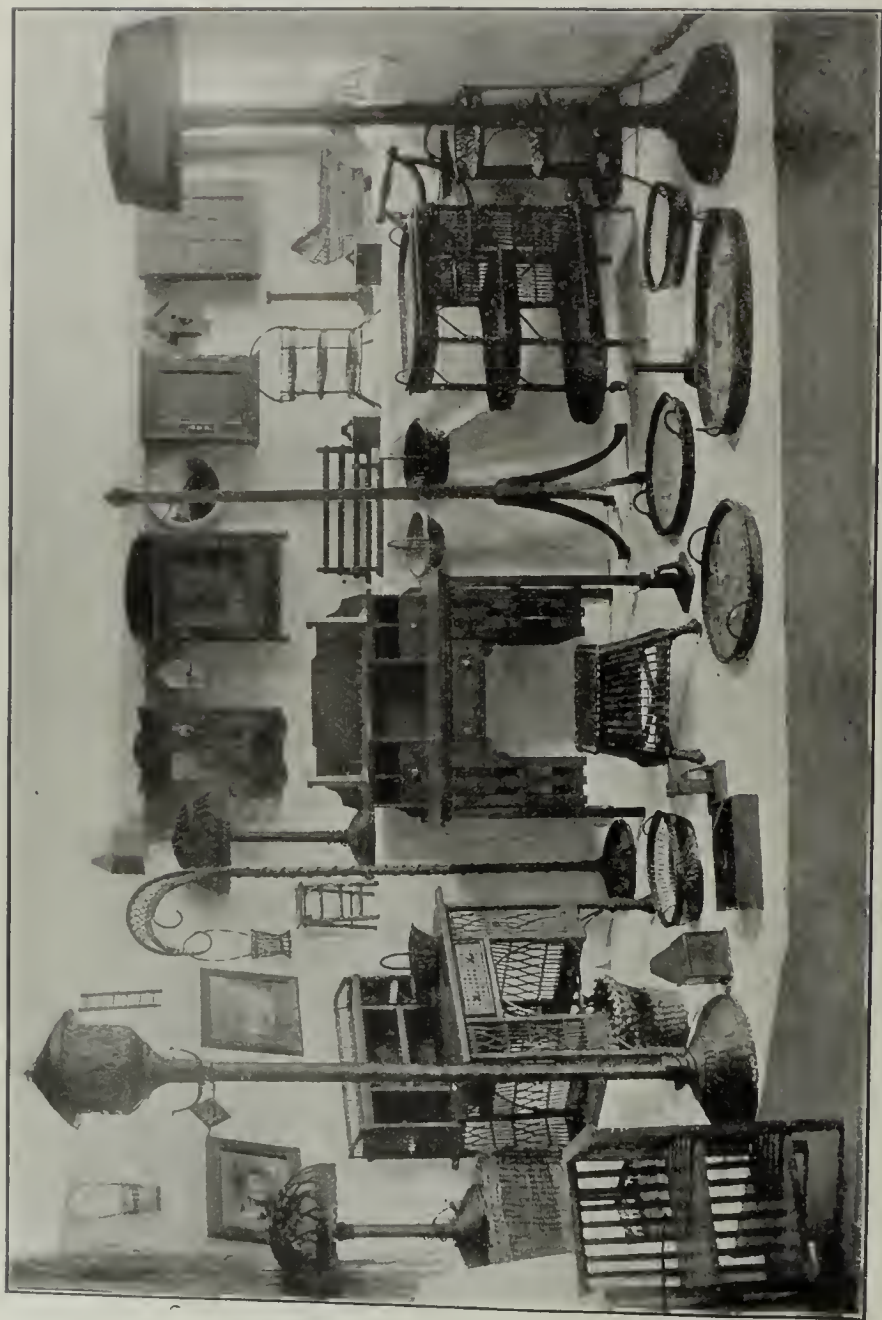
Fifteen of the thirty-seven, almost half, are so deficient in sight as not to be able to distinguish objects, while the sight of the rest, with but few exceptions, is also pretty bad, but yet permits them to find their way around more easily, and thus are of great assistance to the very blind ones in and about the school, not to mention the inestimable assistance to themselves in obtaining their education.

The condition of the eyes in all cases was such that at the present I could not recommend anything that offered a chance of improving the sight, with the exception of a couple who had had cataract operations performed and should be wearing glasses, having formerly worn them, and later for some reason discarded them; these will be attended to.

One boy was found early in the term to have sufficient sight when properly fitted with glasses, which for some reason had never been done before, to be able to obtain his education at public school; the parents were naturally very grateful to have him returned home as a seeing boy.

The average age of the pupils entering is 11.1 years. Comparing this age with the age pupils usually enter public school, say about 6 years, gives an idea of the mistake parents make in holding their blind children back from entering the school when younger, because of the greater difficulties for the blind to obtain an education even with the best facilities, than for those who see. They get just that much less systematic teaching before they must leave the school and consequently about a five-year poorer education than they might have had.

Diseases Causing Blindness			
	Males	Females	Total
Optic Atrophy.....	4	3	7
Cataract.....	3	2	5
Ophthalmia Neonatorum.....	2	3	5
Injury to one eye followed by Sympathetic Ophthalmia in the other.....	3	1	4
Retinitis Pigmentosa.....	1	1	2
Injury to both eyes.....	2	..	2
Choroiditis.....	2	..	2
Congenital Coloboma.....	..	2	2
Microphthalmus.....	1	..	1
Myopia.....	1	..	1
Interstitial Keratitis.....	..	1	1
Buphthalmus.....	..	1	1
Measles.....	1	..	1
Uveitis.....	1	..	1
Neuro-retinitis.....	1	..	1
Aniridia.....	1	..	1
	23	14	37



Work of Blind Boys under the Guidance of a Totally Blind Instructor

There is not much change in the proportion of cases from preventable blindness from last year. Ophthalmia neonatorum five cases, where there absolutely should be none. Injury to one eye followed by sympathetic ophthalmia in the other, four cases. Injury to both eyes, two cases, and both of them from explosion of some sort of ignition caps in the hands of children. Four or five of the cases may possibly be laid at the door of congenital syphilis in some preceding generation, while the rest are the result of congenital imperfections or some cerebral conditions which are yet beyond our control.

There were no changes of note in the sight of the pupils of former years, but their general physique on the whole seemed excellent, and the cosmetic effect of substituting artificial eyes for repulsive appearing diseased and blind ones in a few cases was very marked.

It was a pleasure to me to perceive the profound gratitude of one of the older pupils for the considerable improvement in sight he received by operation during this term. The results are not complete yet, but certainly already sufficient to warrant the interference.

Respectfully submitted,

B. C. BELL.

Brantford, Ontario, November 28th, 1922.

REPORT ON MUSICAL INSTRUCTION

TO THE HONOURABLE R. H. GRANT, M.P.P.,

Minister of Education for Ontario.

SIR,—I have the honour to present to you, the results of my examination of the practical and theoretical work accomplished by the students of the Ontario School for the Blind during the past year.

The practical examinations in piano, violin, singing, choral class work, piano and harmonium tuning, were conducted on June 7th and 8th, and the theoretical work on June 10th. The piano students, although much younger than usual, were generally very promising; some ten or eleven of these showed ability beyond their years. The teachers—Mr. Galloway, Miss Smyth and Miss Howell—are to be congratulated on the efficient state of this most important branch of musical study.

I would here recommend that careful attention be given to touch and technique in the various grades of piano teaching.

I noticed in the playing of some pupils, that the touch was rather hard, and that the phrasing and pedalling were poor.

Piano—In the Introductory Grade, nine pupils were examined and eight passed—two with honours, and one with first-class honours.

In the Elementary Grade of ten, all passed—four with honours.

In the Primary, all seven passed—six with honours.

In the Junior Grade, two passed; and in the Intermediate, one passed.

In the Senior (Diploma) Examination, the one candidate—a young girl student—performed her test pieces in a highly artistic manner. Her tone, technique and interpretation were all excellent. She gained first-class honours with eighty-two marks.

The Violin Class, directed by Miss Jones, was a small one, of first year students only; two of these passed the Elementary Grade Test.

Singing and Voice Culture. The pupils in this Department were fewer in number than usual. Mr. Galloway, who has experience and ability in training young singers, is already selecting the best of the many good voices available with the idea of giving them special individual instruction.

One Intermediate candidate passed and one Elementary reached the honour standard.

The School Choral Classes now under Mr. Galloway's direction, are doing good work.

I had the pleasure of listening to several part-songs and choruses, accompanied and unaccompanied. The performance was generally excellent. The tone was bright, the rhythm was well defined and the attack neat and incisive.

There was perhaps a tendency to sacrifice the quality of tone in the effort made to gain power.

The boys' voices in the junior class, were sweet and the tone well placed.

It is evident from the enthusiasm displayed, that the pupils get the keenest enjoyment out of their choral rehearsals and performances.

At the morning prayer service, the hymn and the National Anthem were sung with great heartiness, and the demeanour of the young people was very reverent—making the service an impressive one.

Tuning. The Piano and Harmonium Tuning Class consists of eleven students, most of whom are in their first year. A number of the older pupils have recently graduated and have secured positions in piano factories and ware-rooms. One young man, who is a tuner at Shanghai, China, receives \$220 per month for his services. During my visit to the repair shops, the students gave practical illustrations of their ability to tune, regulate and repair, with remarkable ease.

One youth put a short string on a piano in about three minutes.

Here, as in all departments of the Ontario School for the Blind, a more systematic plan of work obtains than was the case a few years ago.

Mr. Ansell deserves a special word of praise for the high efficiency of his tuning class.

Theory of Music. Thirteen candidates wrote on the Theory (Rudiments) of Music; several gained high marks, but the majority of the papers were weak.

Again, I would suggest that the students in Theory be given two or three test examinations a year, in which they should be encouraged to give their answers in simplest language possible, and not in the exact words of a text-book.

It is satisfactory to know that Mr. Galloway is now organizing a class for the study of Harmony.

In conclusion, Sir, I would say that the Department of Music in the Ontario School for the Blind is in a most satisfactory state.

To the Principal, Mr. W. B. Race—whose educational and disciplinary powers are everywhere felt—I offer hearty congratulations on the sure, steady progress made during the past academic year.

I have the honour to be,

Sir,

Yours obediently,

ALBERT HAM,

Mus. Doc., F.R.C.O.

LITERARY EXAMINER'S REPORT

TO THE HONOURABLE R. H. GRANT, M.P.P.,
Minister of Education for Ontario.

SIR,—Herewith I submit my report as Literary Examiner at the Ontario School for the Blind for 1922.

Staff

All the staff are duly qualified, with the exception of Miss Patterson, and she informs me that she proposes to take a course of study this summer which will qualify her. Miss Summerby has resigned since my last visit, and her place has been taken by Miss Burns, who seems to be very much interested in the work, and promises success.

Organization and Equipment

The High School classes under the charge of Mr. Cole are making very satisfactory progress, although some of the class of last year have withdrawn since my last visit. I understand, however, that some candidates will take the Entrance examination this year.

The Public School classes are in charge of Mr. Langan and Misses Burns, McGuire, Moffit, Lowry and Patterson. The curriculum has been arranged to correspond very closely with that laid down by the Department in the Course of Study for Public Schools.

The school has been equipped with single adjustable seats, which add greatly to the comfort and convenience of the pupils. I was greatly pleased to see that a suitable Household Science room has been provided and equipped with the most up-to-date electrical equipment.

The classification of the pupils both as to age and ability is the most satisfactory that I have yet seen at the school, and is certainly conducive to the advancement of the pupils.

The enrolment is somewhat larger this year than last and promises to be still larger next year. It will be necessary to provide more class rooms, in order to carry on the work next year as successfully as it has been during the past.

All the teachers are putting forth splendid efforts for the advancement of the pupils and this effort is reciprocated by interest on the part of the pupils.

Pupils' Work

I examined the several classes in the following subjects: Reading, Spelling, Literature, Writing, Grammar, Arithmetic, Physics, Sewing, Knitting, Household Science, Manual Training, and Typewriting.

I found more progress and proficiency in the pupils this year than formerly, and attribute it largely to the improved organization and equipment, and to the increased proficiency of the teachers, which results from experience.

I observe that less attention is given to purely memory work and that the children are being taught to reason. In the Manual Training Departments considerable skill and ability is acquired, e.g., one girl was able to purchase her clothing for this year from the proceeds of work made and sold during the last summer vacation. The increased accommodation in Household Science now permits of sixteen girls receiving instruction. I was glad to note the improved

expression on the part of the pupils. There was a decided improvement in reading and the high standard which I have always found at this school in spelling and arithmetic was maintained this year.

I have the honour to be,

Sir,

Your obedient servant,

E. E. C. KILMER.

Brantford, June 12th, 1922.

**How shall Parents Manage Their Blind Children in their Early Years at Home
and how Bring them up?**

If you have a blind child, consider that God has given it to you to be tended with unusual love and care. If you give it proper care and it lives to grow up, it will be a capable and happy human being, who will fill its place in life and will bring comfort to you. But if, on the contrary, you neglect or spoil your child, it will then be a poor bit of humanity, a burden both to you and to itself. Hence attend to the following rules:

1. Treat the blind child exactly as if it were a seeing child, and try as early as possible to make it put its body and mind into action. As soon as it begins to use its hands give it toys to play with. Talk to it, sing to it, and give it toys that make a noise, to attract its attention and arouse its mind.

2. Teach the child to walk at the age when seeing children learn.

3. Do not allow the child to sit long in one place alone and unoccupied; but encourage it to go about the room, in the house, in the yard, and when older, even about the town. Teach it to know by touch all objects around it.

4. As soon as possible teach the child to dress and undress, to wash itself, to comb its hair, to take care of its clothes, and, when at table, to use properly spoon, fork and knife. A blind child can do all these things as well as a seeing child; but you must give it much practice in doing them; because it cannot learn by observation.

5. Watch carefully the child's personal appearance. It cannot see how others act, and so readily acquires habits which are disagreeable to its companions. Some of the most common mannerisms of blind children are rocking the body, twisting the head about, sticking the fingers into the eyes, distorting the face, swinging the arms, stooping and hanging the head in walking and bending over in sitting. As soon as you observe such practices in your child, you should make a vigorous attempt to break them up; for, if they once become habitual, years of schooling may be unable to overcome them.

6. Permit the blind child to play as much as possible with seeing children, and to romp often with them out of doors. Frequently take the child walking, and direct it in some simple physical exercise. If it is obliged to sit still, you should at least give it balls, pebbles, blocks, a doll, a harmonica, or such other toys as appeal to touch and to hearing.

7. If you would inform your child of the world about it, you must let it touch all the objects that you can get at, and must teach it to appreciate space and distance by actual measurements. To cultivate its sense of touch, let it handle familiar objects, like different woods, plants and coins.

8. Allow the child to take part as early as possible in household duties. Allow it to string buttons or shells; to shell and pick over beans, peas, and nuts; to

clean furniture and kitchen utensils; to wash dishes; to grind the coffee; to peel potatoes; to gather the fruit in the garden; to feed the hens, doves, dog, cat, and other domestic animals. You can also occupy the child pretty well in easy handiwork, such as winding yarn, braiding the hair and in coarse knitting.

9. Speak with your child much and often, for, since it cannot read the loving care which is written on your face, it has special need to hear your voice. Ask the child frequently what it hears or feels, and induce it to ask many questions as to what is going on around it.

10. Take care what you say before your child; for the blind child is more attentive to all that it hears than the seeing child is, and for this reason retains it better.

11. When in the presence of your child, never indulge in expressions of pity for its blindness, and suffer no one else to do so. Such expressions can only discourage and depress the child. Rather seek to encourage it and keep it engaged in happy activity, in order that it may strive cheerfully and courageously to be independent later in life, and to do without external consolation and assistance.

12. Give the child occasion to exercise its memory. A good memory will later be found invaluable. Have it commit to memory such proverbs, short poems, and stories as it enjoys.

13. The blind child's moral and religious nature can be developed just as early as the seeing child's.

INFORMATION FOR PARENTS

The following information regarding the aims and objects of the School will be of especial interest to parents who are considering sending their children:

Where It is—What It Is—What It Does

The Ontario School for the Blind was established in 1872, and formally opened in May of that year. The site overlooks the valley of the Grand River, and includes one hundred acres of valuable land. The opportunities afforded to the pupils and other residents of the school for healthful recreation are more than usually ample. No school for the blind in either Great Britain or the United States will compare with this one in that regard. The school is greatly favoured, too, by being within the limits of the City of Brantford, one of the most enterprising in the Province. The city cars pass along St. Paul's Avenue at the entrance to our beautiful park, and radial lines pass on either side in the direction of Paris and Galt. The interest taken by the churches in the welfare of the pupils, the frequent intellectual and musical entertainments to which the latter have access, and the healthful, moral and social conditions generally, all act most favourably on the lives and characters of the young people thus brought in contact with them.

The school was founded for the purpose of imparting general education, as well as instruction in some professional or industrial art to all blind youths of both sexes, between the ages of seven and twenty-one, not being deficient in intellect, and free from disease or physical infirmity. It is not intended as an asylum for the aged or infirm, nor as a hospital for the treatment of disease; but in its design has reference only to the physical, mental, and moral training of blind children.

It is required that all pupils sent to the school should be decently and comfortably clothed, and furnished with a sufficient change and variety of apparel to ensure cleanliness and comfort. A supply sufficient for the term must be furnished or guaranteed before the pupil can be admitted.

The regular session commences on the fourth Wednesday in September, and continues until the third Wednesday in June, at which time every pupil must be removed to his or her home or place of abode. Guides are provided where necessary at the beginning and the end of the school term to look after the safety of children when they are travelling, but parents wishing to have their children with them at the Christmas vacation are expected to make all arrangements for the journey, both going and coming, and to guarantee that they will not be exposed to any contagious disease.

No fee is charged for tuition or board, but parents must pay all travelling expenses to and from school.

Terms of Admission

The term "blind person" is liberally interpreted to mean those who, by reason of actual blindness or impaired or defective vision, are incapable of receiving instruction in the Public Schools. As a matter of fact, about half the pupils have some perception of objects, and have come after trying unsuccessfully to wrestle with the ordinary work of a school for the seeing. In many cases pupils come whose eyesight is in a critical condition from the strain imposed upon it by endeavouring to keep up with seeing pupils.

Pupils are admitted between the ages of seven and twenty-one years, but the rule is flexible enough to be disregarded if in the opinion of the Principal an individual case warrants an exception being made. But pupils must be free from bodily infirmity or mental deficiency.

The Course of Instruction

The courses of study followed in the Ontario School for the Blind are exactly the same as in the Public Schools of the Province, with the single exception of art. Pupils enter, however, at such a variety of ages that our system must be flexible enough to adapt itself to circumstances. Those who have had a previous training in the first grades of the Public School are given a test and placed in the class for which they are best fitted. But the child of seven or eight years who is attending school for the first time will receive his first lessons in the Kindergarten class, where he will learn all the little handy arts taught in the public Kindergarten schools, such as weaving, sewing, plaiting, and modelling familiar objects in clay. Here he gets his first ideas of music in the Kindergarten songs. Then his physical powers are developed systematically by exercises in a well-warmed and well-ventilated gymnasium. He will devote a short time daily to learning arithmetic, in its elementary stages, and also be taught to read. Arithmetic is rendered easy by use of blocks or other objects, and the alphabet is mastered by the aid of embossed cards. In this way a clever child will, at the end of a session, surprise his friends by the progress, in reading by the touch small words or even sentences, he has made.

As the pupil progresses he will take up new subjects of study in each class. Among these geography, taught by the aid of raised sectional maps, will be one of the most interesting. On these maps our own Province, with its counties, lakes, rivers, railways, cities, towns, etc., is carefully studied. The Dominion, with all its political divisions and geographical features, is mastered. Great Britain, with its commercial centres and other characteristics, is made perfectly familiar to the young pupils; while the United States and the Continents of Europe, Asia, Africa, and America, are all handled in turn on the same principle. That geography can be most successfully taught objectively is admitted. Many are the envious looks cast by public school teachers at our maps.

Natural history is taught with the aid of stuffed birds, animals, reptiles, and fishes. The laws of hygiene are thoroughly impressed upon the minds of the pupils, which naturally tends to the development and maintenance of a robust and vigorous physical condition.

Blind pupils will, in all essential particulars, hold their own with the highest class in the public schools, while it is probable that they will really have a more complete acquaintance with certain subjects than their seeing competitors, and if a student has higher literary aspirations with a distinctively practical object, he can prepare himself here by fully qualified teachers for University Matriculation.

Music

There is a mistaken impression that the blind are gifted with musical talents to a greater extent than the average of seeing persons. But, as a matter of fact, there is nothing in blindness to quicken musical perceptions. Music is, however, a study particularly adapted to the blind, provided that the pupil has an ear that may be trained, and a musical sense that may be developed and cultivated. Remarkable results are attained, too, from the concentration of the mind on the study, which is easier to a blind person than to a seeing one. Every pupil in the school who can be taught music to reasonable advantage has the opportunity. But to expect us to make an accomplished musician out of a pupil merely because he is blind is absurd. Pupils of our school have passed very creditably the difficult examinations of the Toronto Conservatory of Music and the University of Toronto. Many are reaping the reward, as organists and music teachers, of the instruction they received at our school. That instruction includes the pipe organ, piano, theory, violin, and vocal music, and where the accomplishment is not complete enough to enable the pupil to follow it as a vocation in life, it at least contributes to the pleasure and joy of life, and it is just as important to make people happy as to make them money earners, and music is a powerful agent to that end. Where without such qualifications a blind man or woman might spend a dreary life in listless idleness, he or she may in this way attain a social position many sighted ones will envy.

Blind pupils are taught music just as are seeing ones, by note and by practice. They play just as deftly and correctly as those who have the best vision. The notes are taught in the ordinary way. Then the exercises are dictated by the teacher to the pupil, who writes them in a cipher, consisting of raised dots made with a stylus on stout paper, and so arranged as to constitute the several musical signs. These are read by touch, and the pupil practising at the piano reads with the one hand while he practises with the other, right and left alternately, so that either hand in turn serves for the eyes, and the piece is committed to memory and played over until the teacher is satisfied it is played correctly. Examinations are held annually in both the literary and musical departments by gentlemen of the highest reputation in the respective professions, and the results are fully conveyed to the parents.

Typewriting

All well-organized Schools for the Blind make provision for instruction in the use of the typewriter. It supplies the pupils with a convenient means of correspondence very superior to the pencil and grooved card, and its use teaches accuracy and precision in writing and spelling. The use of the dictaphone renders it unnecessary for those who wish to become typists to depend upon shorthand notes, and several of our girls have become quite expert.

Piano Tuning

Special attention is paid to piano tuning, as this vocation is one in which the blind can always excel, and they compete with seeing tuners on equal terms. One can become an excellent tuner without becoming a thoroughly successful pianist, although it is always urged that those who wish to become tuners should become proficient players, for reasons that are obvious. There are altogether thirty-five pianos in the school, as well as an excellent pipe organ, and pupils are taught to understand the mechanism of the instruments. All the pianos used are repaired in the school, and the pupils have the benefit in this way of learning from their instructor much about the structure of the instrument and the execution of such repairs as a tuner is expected to undertake. Pupils graduating from the tuning department receive a complete outfit of tools and a certificate vouching for his qualifications. Many are filling remunerative positions throughout the province.

Manual Training

Under the supervision of an expert instructor the boys are given the same opportunity at manual training as is found in the Public and High Schools, and it is really remarkable how expert they become in the use of tools and in the construction of different articles of woodwork. Cane chair-seating, too, is soon learned, and many of the smaller boys take delight in exhibiting their skill in this respect in their own homes, where the work can be done with little inconvenience. Broom making is also taught, and as brooms are a necessity in every household, lucrative employment has been found for those who select this form of handiwork. But even to those who do not, or are not likely to go permanently into a workshop, there comes such an insight into mechanical methods as may be useful to them in after life.

The Sewing Classes

Under the watchful supervision of a skilled and patient teacher, the girls, whether they choose to adopt music as their profession or not, must follow an outlined course of instruction in sewing. The faculty of passing spare moments delightfully, and of entertaining others with music, vocal or instrumental, is by no means to be deprecated. But the usefulness in the family circle will be complete if, in addition to a delightful accomplishment, the homelier ones of sewing, knitting, fancy-work, and cooking are available, and all these are obtainable by our pupils. Both hand and machine sewing are taught, and not only plain sewing, but every form of work for which the ingenuity of the inventor has supplied an "attachment" to the sewing machine.

Knitting and Fancy Work

The classes in knitting and fancy work afford a rather wider scope for earning money than does the former branch, however useful in a domestic sense the art of sewing may be. The girls buy their own wools, and under the guidance of their teacher, they make knitted articles of every description, which find a ready sale. Many execute orders for friends, who are glad to pay a fair price for the articles. At the great exhibitions on this continent and in Great Britain, both our sewing and knitting room specimens of work have been most favourably commented on.

The Cooking Class

This class is not designed for turning out what are known as professed cooks. To that distinction the most ambitious of our pupils does not aspire. But no one

will deny that, as affecting the health and comfort of the family, cookery takes a first place, and if the blind daughter can cook the dinner, set the table, and wash up the dishes while her sisters mind the store or teach in the school, and the mother performs her numerous matronly duties, the blind girl will be a treasure, and this is what we wish all our blind girls to be.

Our classes in cooking are provided with every facility for acquiring a thorough knowledge of domestic science in all its phases.

Physical Culture—Gymnasium

Given the most healthful surroundings, it is universally admitted that the blind youth needs something more. The robust exercises in which seeing youths indulge and which go so far to develop the muscle and give a tone to the whole system, are almost altogether beyond the reach of the blind. The tendency of blindness is to limit physical exercise and to acquire a generally inactive habit. This manifests itself by a desire to sit down and pass away in idleness moments that could be used with profit to the health and physical development. A well-equipped gymnasium helps to overcome this, and this advantage in our school has a most marked beneficial result. Well warmed and ventilated, the gymnasium can be used at all seasons, and is a splendid place for recreation, even when not needed for systematic instruction. The classes assemble at fixed periods as part of the regular curriculum, and are put through their several exercises according to the perfectly scientific method. In addition to this there are opportunities for recreation out of doors. Slides and swings are provided for both boys and girls, and a running track with wires, to which rings are attached by ropes, enable the pupils to run as fast their legs will carry them without fear of stumbling or getting off the beaten track.

Club Rooms

The boys' club room is fitted up with tables and comfortable chairs, to which they repair at stated times for such games as dominoes, checkers, bagatelle, in all of which they take a great interest. The girls, too, have a sitting-room, in which they have a piano, and may happy moments are spent there after the classes for the day are over, and on holidays.

How the Day is Spent

A brief sketch of the daily life of the pupils will be interesting. The day begins with the ringing of the large bell at 6.30 a.m. That is the signal for every one to be stirring. Pupils must rise, and, after dressing, make their own beds, although some of the smaller boys and girls are unequal to the task, and in the case of others, a certain amount of "tidying" is necessary. Breakfast is at 7.30 after which all pupils must take a morning walk over a prescribed route. At 8.30 the bell summons to the Assembly Hall. The attendance of all is obligatory on this occasion. The National Anthem is sung to the accompaniment of the pipe organ, after which necessary announcements are made by the Principal, and the news of the day in brief is given. The pupils always take a keen delight in this resume of the morning paper, for it keeps them in close touch with current events, and their information is quite up-to-date. A few records from the best artists are then placed on the Victrola, or perhaps a selection is played on the player-piano, and the day is thus started with the melody of sweet music. The Roman Catholics then retire to a separate room, where a service is conducted by officials of their own communion. For the others, the service conducted by the Principal

consists of hymn singing, Bible reading and prayers. At 9 o'clock the literary, musical, sewing and knitting classes commence, continuing, with an intermission of fifteen minutes, until a quarter to twelve. Dinner is at 12, and classes are resumed at 1.30, continuing until 3.30 or 4 o'clock, when nearly all are at liberty. Supper is at 5.30. At 7 o'clock the very young pupils go to bed, the older ones going to the Assembly Hall for evening reading from the best standard literature available. Letters are then read to the pupils or written for them, and the intermediate pupils retire to the dormitory at 8.30. The older pupils, who in the summer time walk about the grounds, or in the winter play games in their club room, retire for the night at 9.30. On Saturday the younger boys and girls are taken for walks or down town to make purchases, and the older pupils are permitted to go out alone, those who have a slight degree of sight accompanying the totally blind. On Sunday, after the opening prayers, the pupils attend Sunday School classes for an hour in the school, after which everybody goes to church, old and young, under the care of their teachers, the denominations chiefly represented being Anglican, Methodist, Presbyterian and Catholic.

So it will be seen that life in the school is a busy, active life, very different from what the imagination often pictures, and altogether the reverse of that which the blind child or youth is condemned to pass at home. It may safely be affirmed that, allowing for all the defects incidental to their various conditions, and often the lack of an early training it would be hard to find any body of young people in this Province more happy, lively, intelligent and self-respecting than the pupils of the Ontario School for the Blind.

Domestic Arrangements

The ground floor is devoted to class-rooms, business offices, reception room, etc., etc. On the floor above are teachers' sitting-rooms, and club rooms, practice rooms and library. On the third floor is the large Assembly Hall, with its comfortable opera chairs, its fine pipe organ, and a commodious stage. On the same floor is also the hospital, elaborately equipped, in charge of a well-qualified trained nurse, whose duty it is to take care of those who are sick. In the rear annex are the dining-rooms, domestics' quarters, kitchen, store-rooms and bakery, while beyond these again are the engine-rooms and laundry. The boys' and girls' dormitories are on opposite sides of the main building. In these are to be found the very latest appliances. There are twenty-two rooms in each building for the pupils, each provided with three beds, three clothes closets, and one bureau with three large and three small drawers. The doors are numbered in brass tack point print. Besides the two stories on which the sleeping rooms are located, there are a basement and an attic, with rooms for storage, and every precaution has been used to make the buildings fireproof. In the basement are two large rooms fitted up with shower baths and tub baths, while on the bedroom floors there are several wash rooms and lavatories which would be a credit to the finest hotel on the continent.

The manual training room is a large separate building, as is also the building where piano tuning is taught. At a short distance from the main building are the houses of the Superintendent and Bursar. The engineer occupies the lodge house at one of the entrances to the grounds. With two or three exceptions the officers reside on the premises. The general management devolves upon the Superintendent, while the Bursar attends to all financial matters and the purchasing of supplies. The Matron has entire charge of the domestic departments. In addition to the trained nurse there are also two thoroughly competent nurses, one for the boys and one for the girls, whose duties are to look after the clothing

and to report to the head nurse, if necessary, any cases of illness which should go to the hospital.

The dietary is a very generous one, quite equal to that of any high-class boarding school, if not superior to most. The pupils have a hot dinner daily, with dessert and as great a variety as can be desired. At the same time the pampering of the appetite is discouraged, and pupils so indulged, as is often the case at home, soon learn to enjoy the plain but plentiful and wholesome provision made for them. Watchfulness over the pupils' health and prompt treatment in case of sickness are further secured by a daily visit from the school physician, and once a year at least a well-qualified eye specialist makes an examination of all the pupils' eyes. In addition to this, a thoroughly competent dentist takes care of the teeth of every pupil attending the school.

Correspondence

Pupils may correspond with their friends as often as they please, and once a month it is obligatory on them to do so. On that occasion the postage is provided by the school. All letters received for pupils are supposed to be opened by the Superintendent and handed by him to the respective officers on duty to be read to the receivers. The strictest confidence is observed in regard to the contents of such letters. Money remitted for pupils is placed in the hands of the Bursar, and it can be drawn out when required. This method avoids the risk of money being dropped or lost, with the disagreeable results such accidents are likely to entail.

Vacation

The regular annual session commences on the fourth Wednesday in September, and continues until the third Wednesday in June. Previous to the summer vacation all parents or guardians are notified of the place and hour at which the pupils may be expected to arrive. A similar notice is sent when the pupils re-assemble. A guide usually accompanies every party of pupils to their destination. The railway companies grant special rates for the round trip on very liberal terms. It is cause for profound satisfaction that since the school's existence no accident attended with bodily injury has ever befallen a travelling pupil. The care taken by the guides and the very kind and thoughtful attention of the railway officials, who take a friendly interest at all times in the blind traveller, have conducted doubtless to their immunity from harm and danger.

Visitors

Visitors desirous of inspecting the work and methods of the school are welcomed at any time during school hours, and conducted through the building by an attendant. Saturdays and Sundays, however, are closed days. Pupils' friends and relatives are entitled to visit them whenever they please, but the school cannot undertake to provide accommodation for parents whose homes are at a distance.

Inspection and Control

The school is under the direct supervision of the Minister of Education. To him, as the representative of the Government, all the officials are strictly responsible. It is the wish of all connected with the school that everything should be done to enhance the comfort and happiness or aid the progress of the pupils, and thus strengthen the school in the confidence of the public. All applications for admission, or information, should be addressed The Superintendent, Ontario School for the Blind, Brantford.

ONTARIO SCHOOL FOR THE BLIND

I.—Attendance each official year since the opening of the School

	Male	Female	Total
Attendance for portion of year ended 30th September, 1872...	20	14	34
“ for year ended 30th September, 1873.....	44	24	68
“ “ “ 1874.....	66	46	112
“ “ “ 1875.....	89	50	139
“ “ “ 1876.....	84	64	148
“ “ “ 1877.....	76	72	148
“ “ “ 1878.....	91	84	175
“ “ “ 1879.....	100	100	200
“ “ “ 1880.....	105	93	198
“ “ “ 1881.....	103	98	201
“ “ “ 1882.....	94	73	167
“ “ “ 1883.....	88	72	160
“ “ “ 1884.....	71	69	140
“ “ “ 1885.....	86	74	160
“ “ “ 1886.....	93	71	164
“ “ “ 1887.....	93	62	155
“ “ “ 1888.....	94	62	156
“ “ “ 1889.....	99	68	167
“ “ “ 1890.....	95	69	164
“ “ “ 1891.....	91	67	158
“ “ “ 1892.....	85	70	155
“ “ “ 1893.....	90	64	154
“ “ “ 1894.....	84	66	150
“ “ “ 1895.....	82	68	150
“ “ “ 1896.....	72	69	141
“ “ “ 1897.....	76	73	149
“ “ “ 1898.....	74	73	147
“ “ “ 1899.....	77	71	148
“ “ “ 1900.....	77	67	144
“ “ “ 1901.....	72	66	138
“ “ “ 1902.....	68	70	138
“ “ “ 1903.....	67	64	131
“ “ “ 1904.....	68	66	134
“ “ “ 1905.....	67	74	141
“ “ “ 1906.....	71	76	147
“ “ “ 1907.....	72	72	144
“ “ “ 1908.....	71	68	139
“ “ “ 1909.....	72	70	142
“ “ “ 31st October, 1910.....	77	67	144
“ “ “ 1911.....	76	61	137
“ “ “ 1912.....	69	55	124
“ “ “ 1913.....	62	62	124
“ “ “ 1914.....	65	59	124
“ “ “ 1915.....	70	62	132
“ “ “ 1916.....	82	61	143
“ “ “ 1917.....	74	53	127
“ “ “ 1918.....	75	51	126
“ “ “ 1919.....	77	51	128
“ “ “ 1920.....	81	55	136
“ “ “ 1921.....	87	59	146
“ “ “ 1922.....	96	59	155

II.—Age of Pupils for the year ended 31st October, 1922

Years	Number	Years	Number	Years	Number
Five.....	0	Thirteen.....	12	Twenty-one.....	3
Six.....	0	Fourteen.....	16	Twenty-two.....	2
Seven.....	4	Fifteen.....	13	Twenty-three.....	1
Eight.....	11	Sixteen.....	14	Twenty-four.....	0
Nine.....	10	Seventeen.....	6	Over twenty-five.....	2
Ten.....	14	Eighteen.....	8		
Eleven.....	12	Nineteen.....	9		
Twelve.....	14	Twenty.....	4	Total.....	155

III.—Nationality

Number		Number		Number	
American.....	2	Indian.....	3	Ruthenian.....	1
Austrian.....	3	Irish.....	9	Scandinavian.....	1
Canadian.....	60	Italian.....	3	Scotch.....	12
Danish.....	1	Hebrew.....	1	Ukranian.....	1
English.....	39	Norwegian.....	1	Welsh.....	1
Finlander.....	1	Polish.....	3		
French.....	4	Roumanian.....	1		
German.....	3	Russian.....	5	Total.....	155

IV.—Denomination of Parents

Number		Number		Number	
Anglican.....	39	Lutheran.....	8	Ruthenian.....	2
Baptist.....	8	Methodist.....	34		
Christian Science.....	1	Presbyterian.....	37	Total.....	155
Hebrew.....	2	Roman Catholic.....	24		

V.—Occupation of Parents

Number		Number		Number	
Accountant.....	1	Electricians.....	2	Millers.....	2
Bakers.....	2	Engineer.....	1	Musician.....	1
Barber.....	1	Farmers.....	40	Paper Maker.....	1
Blacksmith.....	1	Foreman.....	1	Painter.....	1
Bookkeepers.....	2	Gardeners.....	2	Pedlars.....	2
Bricklayer.....	1	Grocer.....	1	Policeman.....	1
Butcher.....	1	Horseman.....	1	Printer.....	1
Cabinet Makers.....	2	Hotel Man.....	1	Railway Employees.....	8
Carpenters.....	6	Hunter.....	1	Salesman.....	1
Carters.....	3	Janitor.....	1	Sawyers.....	2
Clerks.....	4	Jeweller.....	1	Soldier.....	1
Coal Dealer.....	1	Labourers.....	35	Stove Mounter.....	1
Conductor.....	1	Machinists.....	5	Tuner.....	1
Confectioner.....	1	Magistrate.....	1	Unknown.....	3
Contractors.....	2	Manager.....	1		
Craneman.....	1	Mechanic.....	1		
Dentist.....	1	Merchants.....	3	Total.....	155

VI.—Cities and Counties from which Pupils were received during the official year ended 31st October, 1922

City or County	Male	Female	Total	City or County	Male	Female	Total
County of Addington.....	1	1	2	County of Perth.....	1	..	1
District of Algoma.....	..	1	1	City of Peterboro'.....	1	2	3
City of Belleville.....	..	1	1	County of Renfrew.....	2	..	2
City of Brantford.....	1	3	4	County of Russell.....	..	2	2
County of Frontenac.....	..	1	1	City of Sarnia.....	..	1	1
County of Grenville.....	1	..	1	County of Simcoe.....	3	..	3
City of Hamilton.....	1	2	3	City of St. Thomas.....	1	..	1
County of Haldimand.....	2	..	2	District of Thunder Bay.....	1	..	1
County of Huron.....	2	..	2	City of Toronto.....	15	10	25
City of Kingston.....	2	..	2	District of Timiskaming.....	2	1	3
County of Leeds.....	3	1	4	County of Welland.....	1	2	3
County of Lincoln.....	1	..	1	County of Wellington.....	1	1	2
City of London.....	2	2	4	County of Wentworth.....	3	..	3
District of Muskoka.....	1	..	1	City of Windsor.....	..	1	1
District of Nipissing.....	3	1	4	Alberta.....	11	4	15
County of Northumberland.....	1	..	1	Manitoba.....	19	10	29
County of Ontario.....	3	3	6	Saskatchewan.....	10	7	17
City of Ottawa.....	..	1	1				
County of Oxford.....	..	1	1	Totals.....	96	59	155
County of Peel.....	1	..	1				

VII.—Cities and Counties from which Pupils were received from the opening of the School until 31st October, 1922

City or County	Male	Female	Total	City or County	Male	Female	Total
County of Addington.....	1	1	2	District of Nipissing.....	10	8	18
District of Algoma.....	10	6	16	County of Northumberland..	6	9	15
County of Brant.....	10	8	18	County of Ontario.....	10	14	24
City of Brantford.....	17	14	31	City of Ottawa.....	27	4	31
City of Belleville.....	4	2	6	County of Oxford.....	8	14	22
County of Bruce.....	10	12	22	District of Parry Sound.....	3	..	3
County of Carleton.....	2	2	4	County of Peel.....	4	2	6
County of Dufferin.....	2	1	3	County of Perth.....	6	11	17
County of Dundas.....	3	3	6	County of Peterborough.....	15	7	22
County of Durham.....	4	4	8	County of Prince Edward....	7	2	9
County of Elgin.....	7	6	13	County of Prescott.....	2	2	4
County of Essex.....	15	22	37	County of Renfrew.....	9	6	15
County of Frontenac.....	5	5	10	County of Russell.....	6	4	10
County of Glengarry.....	8	2	10	District of Rainy River.....	1	1	2
County of Grenville.....	3	2	5	City of St. Catharines.....	3	2	5
County of Grey.....	11	12	23	City of St. Thomas.....	4	2	6
City of Guelph.....	4	5	9	City of Stratford.....	3	1	4
County of Haldimand.....	6	5	11	County of Simcoe.....	14	11	25
County of Haliburton.....	2	..	2	County of Stormont.....	5	2	7
County of Halton.....	7	3	10	City of Toronto.....	91	59	150
City of Hamilton.....	24	23	47	District of Thunder Bay.....	1	..	1
County of Hastings.....	6	6	12	County of Victoria.....	9	2	11
County of Huron.....	15	13	28	County of Waterloo.....	13	6	19
City of Kingston.....	8	4	12	County of Welland.....	9	7	16
County of Kent.....	11	8	19	County of Wellington.....	11	9	20
County of Lambton.....	20	8	28	County of Wentworth.....	10	11	21
County of Leeds.....	18	5	23	County of York.....	21	17	38
County of Lanark.....	4	4	8	Province of Quebec.....	5	1	6
County of Lennox.....	4	1	5	Alberta.....	17	8	25
County of Lincoln.....	4	3	7	British Columbia.....	11	4	15
City of London.....	15	11	26	Manitoba.....	28	21	49
County of Middlesex.....	10	13	23	Saskatchewan.....	14	13	27
District of Muskoka.....	4	4	8	United States.....	1	1	2
County of Norfolk.....	11	10	21				
City of Niagara Falls.....	..	1	1				
				Totals.....	669	490	1159

VIII.—Cities and Counties from which Pupils were received who were in Residence on 31st October, 1922

City or County	Male	Female	Total	City or County	Male	Female	Total
Addington.....	..	1	1	County of Peel.....	1	..	1
District of Algoma.....	..	1	1	County of Perth.....	1	..	1
City of Belleville.....	..	1	1	City of Peterboro'.....	1	2	3
City of Brantford.....	2	3	5	County of Renfrew.....	2	..	2
County of Frontenac.....	..	1	1	County of Russell.....	..	1	1
County of Grenville.....	1	..	1	City of Sarnia.....	..	1	1
County of Haldimand.....	2	..	2	County of Simcoe.....	3	..	3
City of Hamilton.....	..	2	2	City of St. Thomas.....	1	..	1
County of Huron.....	2	..	2	City of Toronto.....	15	9	24
City of Kingston.....	2	..	2	District of Timiskaming.....	1	2	3
County of Leeds.....	3	1	4	County of Welland.....	1	2	3
County of Lincoln.....	1	..	1	County of Wellington.....	1	1	2
City of London.....	1	1	2	County of Wentworth.....	3	..	3
District of Muskoka.....	1	..	1	City of Windsor.....	..	1	1
District of Nipissing.....	2	1	3	Alberta.....	10	3	13
County of Northumberland..	1	..	1	Manitoba.....	17	8	25
County of Ontario.....	2	3	5	Saskatchewan.....	10	7	17
City of Ottawa.....	..	1	1				
County of Oxford.....	..	1	1	Totals.....	87	54	141

Maintenance Expenditure for the Year ended October 31st, 1922,
Compared with the Previous Year.

Service	Expenditure Year ended October 31st, 1921	Expenditure Year ended October 31st, 1922
Medicine and Medical Comforts.....	\$ c. 290 42	\$ c. 422 44
Groceries and Provisions.....	9,935 90	9,377 98
Bedding and Clothing.....	421 50	915 05
Fuel, Light and Power.....	15,622 90	8,312 42
Laundry—Soap and Cleaning.....	1,129 96	1,169 44
Furniture and Furnishings.....	1,199 97	1,484 45
Farm and Garden.....	1,105 57	1,038 59
Repairs and Alterations.....	1,150 89	1,286 26
Advertising and Printing.....	732 89	591 87
Books, Apparatus and Appliances.....	1,172 04	1,650 11
Pupils' Sittings in Church.....	200 00	200 00
Y. M. C. A. Memberships.....	100 00	100 00
Rent of Hydrants.....	160 00	160 00
Water Supply.....	297 66	630 22
Inspection of Literary and Musical Classes.....	200 00	250 00
Oculist—Care of Eyes.....	171 00	150 00
Dental Inspection—Care of Teeth.....	150 50	163 00
Musical Instruments, including Supplies.....	89 40	570 46
Repairs to Pianos and Organs.....	77 98	94 95
Hardware, Paint and Oils.....	734 55	442 11
Workshop—Tools and Material.....	1,279 59	1,395 97
Engineer's Supplies.....	486 12	362 81
Models and Outfits.....	71 55	98 00
Travelling Expenses.....	137 63	451 61
Motor Conveyances and Maintenance.....	900 00
Contingencies.....	2,516 00	1,155 65
Salaries.....	46,180 86	47,822 84
	\$85,614 88	\$81,196 23

Our Expenditure for the year ended October 31st, 1922.....	\$81,196 23
Less amount of Perquisites and Casual Revenue.....	14,599 92
Actual Cost of Maintenance.....	\$66,596 31
Average Attendance.....	130
Average per capita Cost per year.....	\$512 27

Certified correct,
G. H. RYERSON,
Bursar.

October 31st, 1922.

